

Crawfordsville High School | Curriculum & Pacing Guide

Department: English Language Arts			
Course: English 11 AB	Grade: 11	Quarter: 1 of 4	Last Updated: 5/20/23

Unit:	11-12 Standards (Critical <i>bolded</i> and <i>italicized</i>):	Suggested Texts and Activities:	Assessments:
Native Americans and Early Colonialism (3 weeks)	<p>11-12.RC.1 (analyze literary text through evidence) 11-12.RC.2 (compare/contrast themes in different works) 11-12.RC.3 (effect of structure) 11-12.RC.4 (compare/contrast works of literary or cultural significance) 11-12.RC.5 (compare/contrast central ideas in different works) 11-12.RC.7 (author’s rhetoric) 11-12.RC.10 (synthesize U.S. and world documents) 11-12.RC.11 (context clues) 11-12.RC.12 (word nuance) 11-12.RC.13 (analyze diction in literature) 11-12.W.1 (write arguments) 11-12.W.2 (write informative compositions) 11-12.W.4 (writing process) 11-12.CC.1 (collaborative discussions) 11-12.CC.6 (present information)</p>	<ul style="list-style-type: none"> • Read and discuss the essay “Literary Focus: Early America” (Study Sync) as an introduction to the unit. • In a small group, read one of the assigned Native American traditional stories from book <i>American Indian Myths and Legends</i>. • Read traditional and contemporary poetry from <i>Native American Songs and Poems: An Anthology</i>. Select five favorites and share in groups. • Read selections of contemporary Native American poetry and answer questions on Study Sync. • Read <i>Constitution of the Iroquois Nations</i> (Study Sync). Discuss ways it prefigured the U.S. Constitution. • Watch PBS’s “Sacred Stories of Native America” (short animations). • Read the excerpts of historical accounts from Bradford and Smith and discuss what we can learn about the settlers of each early colony from the accounts of their leaders. 	<ul style="list-style-type: none"> • Analyze traditional stories, songs, and poems for evidence of cultural beliefs and the role of nature in cultural life. • Using jigsaw method, each group will present a summary and analysis of their assigned story. • Take a quiz to assess reading comprehension and cultural understanding of traditional stories and poems (cold read). • Compare/contrast the attitudes and actions of Bradford and Smith in a short essay. • Write a formal poetry analysis of “Verses upon the Burning of Our House.” • Evaluate Edwards’s rhetoric in “Sinners in the Hands of an Angry God.”

Unit:	11-12 Standards (Critical <i>bolded</i> and <i>italicized</i>):	Suggested Texts and Activities:	Assessments:
		<ul style="list-style-type: none"> ● Read and analyze Bradstreet’s poem “To My Dear and Loving Husband” as an example of Puritan plain style poetry. ● Read and annotate Bradstreet’s “Verses upon the Burning of our House” in preparation for writing an analytical essay of the piece. ● Read/listen to Edwards’s “Sinners in the Hands of an Angry God.” Identify vivid imagery and figurative language. 	
Guilt and Redemption: <i>The Crucible</i> (4 weeks)	<p>11-12.RC.1 (analyze literary text through evidence) 11-12.RC.3 (effect of structure) 11-12.RC.4 (compare/contrast works of literary or cultural significance) 11-12.RC.11 (context clues) 11-12.RC.12 (word nuance) 11-12.RC.13 (analyze diction in literature)</p> <p>11-12.W.1 (write arguments) 11-12.W.2 (write informative compositions) 11-12.W.5 (research) 11-12.CC.1 (collaborative discussions) 11-12.CC.6 (present information) 11-12.CC.7 (media presentations)</p>	<ul style="list-style-type: none"> ● Simulate the suspicions and accusations of a witch hunt through the “dot activity” as an introduction to McCarthyism. ● Read and discuss Arthur Miller’s informational text “Why I Wrote <i>The Crucible</i>,” as well as the introductory commentary in the play, to gain historical background on the real Salem Witch Trials. ● Cast students in roles and read aloud Arthur Miller’s <i>The Crucible</i>. Stop to discuss, clarify, and predict as needed. Complete study guide questions on your own as you read each act to help you identify the central ideas in the play. ● Watch 1996 film of <i>The Crucible</i> (integrate film segments while reading each act of the text). 	<ul style="list-style-type: none"> ● Compare/contrast the <i>Crucible</i>’s witch hunt with McCarthy’s red scare. ● Write a one-page response characterizing Abigail Williams and John Proctor after Act 1. ● Write a paragraph identifying and explaining John Proctor’s internal conflict by the end of Act 2. ● Engage in an online class discussion of the central ideas of <i>The Crucible</i>. ● Evaluate Proctor as a tragic hero. ● Examine Miller’s choice of title in relation to three definitions of the term <i>crucible</i>. ● Take objective comprehension and analysis quizzes over sections of the play, with a cumulative objective assessment at the conclusion of the unit. ● Conduct research, create a slide presentation, and deliver an oral presentation on a modern event that reflects the characteristics of a “witch hunt.”

Unit:	11-12 Standards (Critical <i>bolded</i> and <i>italicized</i>):	Suggested Texts and Activities:	Assessments:
Age of Reason (2 weeks)	<p>11-12.RC.5 (compare/contrast central ideas in different works) 11-12.RC.6 (development of ideas or events) 11-12.RC.7 (author’s rhetoric) 11-12.RC.8 (delineate and evaluate argument) 11-12.RC.10 (synthesize U.S. and world documents) 11-12.RC.11 (context clues) 11-12.RC.12 (word nuance) 11-12.RC.14 (analyze diction in nonfiction) 11-12.W.1 (write arguments) 11-12.W.2 (write informative compositions) 11-12.W.4 (writing process) 11-12.CC.1 (collaborative discussions)</p>	<ul style="list-style-type: none"> ● Read from <i>The Interesting Narrative of the Life of Olaudah Equiano</i> (Study Sync). ● Read poetry by Phillis Wheatley (Study Sync) and consider her attitude toward her subjects. ● Read from Patrick Henry’s “Speech to the Second Virginia Convention,” from the Declaration of Independence, and from Thomas Paine’s <i>The Crisis</i> (all on Study Sync). Identify the use of <i>antithesis</i> and <i>paradox</i>. ● Read from Abigail Adams’s two “Letters to John Adams” (Study Sync) and identify her purposes. ● Read from Benjamin Franklin’s <i>Autobiography</i> and from <i>Poor Richard’s Almanack</i> (for <i>aphorisms</i>). 	<ul style="list-style-type: none"> ● After an introduction to rhetorical devices and appeals, analyze Equiano’s rhetoric in a group discussion or short essay. ● Compare/contrast the perspectives of Equiano and Wheatley. ● Through questions and class discussions, analyze the rhetoric of Age of Reason texts, including speeches, pamphlets, documents, and letters. ● Take an objective quiz to assess reading comprehension and understanding of the characteristics of Age of Reason literature (cold read). ● Write a formal definition essay that extends the dictionary definition of an abstract term (such as <i>liberty</i>) taken from Age of Reason text(s) with evidence from the texts as support. ● Evaluate your own attempts to “perfect” one of the thirteen virtues identified by Franklin.

Department: English Language Arts			
Course: English 11 AB	Grade: 11	Quarter: 2 of 4	Last Updated: 5/26/23

Unit:	11-12 Standards (Critical <i>bolded</i> and <i>italicized</i>):	Suggested Texts and Activities:	Assessments:
Romanticism: Dark Romanticism (2 weeks)	<p>11-12.RC.1 (analyze literary text through evidence)</p> <p>11-12.RC.2 (compare/contrast themes in different works)</p> <p>11-12.RC.3 (effect of structure)</p> <p>11-12.RC.4 (compare/contrast works of literary or cultural significance)</p> <p>11-12.RC.5 (compare/contrast central ideas in different works)</p> <p>11-12.RC.6 (development of ideas or events)</p> <p>11-12.RC.8 (delineate and evaluate argument)</p> <p>11-12.RC.11 (context clues)</p> <p>11-12.RC.13 (analyze diction in literature)</p> <p>11-12.RC.14 (analyze diction in nonfiction)</p> <p>11-12.W.2 (write informative compositions)</p> <p>11-12.W.3.3 (write narrative compositions)</p> <p>11-12.W.4 (writing process)</p> <p>11-12.CC.1 (collaborative discussions)</p>	<ul style="list-style-type: none"> • Transition from Age of Reason/Enlightenment to Romanticism through examination of visual art from both periods; introduce the characteristics of the Romantic period. • Read and answer questions over the essay “Literary Focus: Transcendentalism and Romanticism” (Study Sync). • Read and summarize Stephen King’s essay “Why We Crave Horror.” • Provide background on Poe’s life and literary works, with specific information on his distinctive style and contribution to short fiction as an art form. • Read and discuss Poe’s “Pit and the Pendulum” after providing contextual information on the Inquisition; analyze for ways Poe creates suspense. • Read and discuss Poe’s allegory “Masque of the Red Death” with emphasis on his poetic language; then read and discuss article “Of Poe and Pandemics and Lessons to Be Learned” to draw parallels between the story and the COVID-19 pandemic. 	<ul style="list-style-type: none"> • Write an objective summary of King’s essay; then evaluate King’s argument in class discussion. • In class discussion, analyze Poe’s stories for his distinctive stylistic traits. • Take an objective comprehension and analysis quiz over Poe’s stories and style. • Create an original horror story on any subject and in any setting, but imitating Poe’s characteristic style.

Unit:	11-12 Standards (Critical <i>bolded and italicized</i>):	Suggested Texts and Activities:	Assessments:
		<ul style="list-style-type: none"> ● Introduce Hawthorne and compare the styles and subject matter of the two Dark Romantics. 	
Society and the Individual: <i>The Scarlet Letter</i> (4 weeks)	11-12.RC.1 (analyze literary text through evidence) 11-12.RC.3 (effect of structure) 11-12.RC.4 (compare/contrast works of literary or cultural significance) 11-12.RC.11 (context clues) 11-12.RC.12 (word nuance) 11-12.RC.14 (analyze diction in nonfiction) 11-12.W.1 (write arguments) 11-12.W.2 (write informative compositions) 11-12.W.4 (writing process) 11-12.CC.1 (collaborative discussions)	<ul style="list-style-type: none"> ● Provide background on Hawthorne’s job in the Salem Custom House; then highlight important sections of Hawthorne’s “Custom House” introduction to <i>Scarlet Letter</i>. ● Read Chapter 1 of <i>Scarlet Letter</i> aloud while students draw a picture of what Hawthorne details in the short chapter. ● Engage students in close reading of chapters 2 and 3 of <i>Scarlet Letter</i>; clarify the details of the setting, characters, and mood while students become accustomed to Hawthorne’s language and style. ● Read the remainder of <i>Scarlet Letter</i>, sometimes independently and sometimes together in order to ensure understanding of both the events and the deeper development of characters and themes. 	<ul style="list-style-type: none"> ● Individually, in small groups, and as a class, answer comprehension and discussion questions over chapters of <i>Scarlet Letter</i>. ● Take objective comprehension and analysis quizzes over sections of the novel with a cumulative objective assessment at the conclusion of the unit. ● Engage in short written responses at various points in the development of the novel. ● Compare/contrast Hester Prynne and Abigail Williams as characters in Puritan society. ● Write a formal literary analysis of Hester Prynne’s character development over the course of the novel.
Romanticism: Transcendentalism and Poetry (2 weeks)	11-12.RC.1 (analyze literary text through evidence) 11-12.RC.2 (compare/contrast themes in different works) 11-12.RC.3 (effect of structure) 11-12.RC.4 (compare/contrast works of literary or cultural significance)	<ul style="list-style-type: none"> ● Introduce the tenets of Transcendentalism; compare/contrast with Dark Romanticism. ● Engage in a close reading of Emerson’s poem “Days,” defining unfamiliar terms together. 	<ul style="list-style-type: none"> ● In small group or whole class discussion, identify the central theme of “Days.” ● Compare Emerson’s and Thoreau’s themes of nonconformity, individualism, and “living deliberately” to the theme(s) derived from “Days.” ● Write a personal essay interpreting Thoreau’s

Unit:	11-12 Standards (Critical <i>bolded and italicized</i>):	Suggested Texts and Activities:	Assessments:
	<p>11-12.RC.5 (compare/contrast central ideas in different works) 11-12.RC.6 (development of ideas or events) 11-12.RC.7 (author’s rhetoric) 11-12.RC.8 (delineate and evaluate argument) 11-12.RC.10 (synthesize U.S. and world documents) 11-12.RC.11 (context clues) 11-12.RC.13 (analyze diction in literature) 11-12.RC.14 (analyze diction in nonfiction) 11-12.W.2 (write informative compositions) 11-12.CC.1 (collaborative discussions) 11-12.CC.6 (present information)</p>	<ul style="list-style-type: none"> ● Watch selected clips from <i>Dead Poets Society</i> that depict Transcendental ideas. ● Read and identify Transcendental principles in excerpts from Emerson’s “Self Reliance” and <i>Nature</i>. ● Read and discuss selected passages from Thoreau’s <i>Walden</i> and “On the Duty of Civil Disobedience” (Study Sync). ● Compare selections from Martin Luther King’s “Letter from a Birmingham Jail” with a focus on just vs. unjust laws. ● Read and discuss selected Emily Dickinson poems taking note of both style and subject matter. ● Introduce Dickinson’s poetic contemporary, Walt Whitman, and his distinctive voice before reading “I Hear America Singing.” ● Read and discuss sections of Whitman’s “Song of Myself” poem (Study Sync) with emphasis on Transcendental ideas at work in the poem. 	<p>message to “live deliberately.”</p> <ul style="list-style-type: none"> ● In small groups, answer questions to distill the central principles of civil resistance from Thoreau’s essay and explore the complexities of enacting those principles. ● After reading selected Dickinson poems, generate a list of the characteristic traits of her poetry. ● Compare/contrast Whitman’s “I Hear America Singing” with Langston Hughes’s poetic response, “I, Too.” ● Write a personalized imitation of “Song of Myself” that reflects Whitman’s voice and style. ● Take an objective comprehension and analysis quiz over Transcendentalism and the poetry of Dickinson and Whitman.

Department: English Language Arts			
Course: English 11	Grade: 11AB	Quarter: 3 of 4	Last Updated: 5/31/23

Unit:	11-12 Standards (Critical <i>bolded</i> and <i>italicized</i>):	Suggested Texts and Activities:	Assessments:
Realism (4 weeks)	<p>11-12.RC.1 (analyze literary text through evidence) 11-12.RC.2 (compare/contrast themes in different works) 11-12.RC.3 (effect of structure) 11-12.RC.4 (compare/contrast works of literary or cultural significance) 11-12.RC.5 (compare/contrast central ideas in different works) 11-12.RC.6 (development of ideas or events) 11-12.RC.7 (author’s rhetoric) 11-12.RC.8 (delineate and evaluate argument) 11-12.RC.10 (synthesize U.S. and world documents) 11-12.RC.11 (context clues) 11-12.RC.12 (word nuance) 11-12.RC.13 (analyze diction in literature) 11-12.RC.14 (analyze diction in nonfiction) 11-12.W.2 (write informative compositions) 11-12.W.3.3 (write narrative compositions) 11-12.W.4 (writing process) 11-12.CC.1 (collaborative discussions)</p>	<ul style="list-style-type: none"> • Transition from Romanticism to Realism through examination of visual art from both periods; introduce the characteristics of the period of Realism. • Read and answer questions over the essay “Literary Focus: Realism, Naturalism, and Regionalism” (Study Sync). • Read and discuss two slave narratives: excerpts from Frederick Douglass’s <i>Narrative of the Life of Frederick Douglass</i> and Harriet Jacobs’s <i>Incidents in the Life of a Slave Girl</i> (Study Sync). • Read and listen to examples of African-American spirituals; analyze for “coded language” that helped slaves escape. • Read and listen to an excerpt from Martin Luther King’s “I Have a Dream Speech.” • Read an excerpt from Douglass’s speech “What to the Slave Is the Fourth of July?” (Study Sync). Listen to Douglass’s descendants deliver excerpts from the speech. • Introduce the literary term <i>satire</i>, and examine examples of satire in “articles” from the satirical 	<ul style="list-style-type: none"> • Compare/contrast Douglass’s and Jacobs’s accounts of life under slavery. • In small groups, examine additional spirituals for hidden messages. • Answer questions over the ways that King’s “Dream” speech incorporates the style and content of spirituals (such as the call and response pattern). • Identify and explain the impact of rhetorical devices and appeals in King’s and Douglass’s speeches. • In a short essay, analyze the ways Twain uses Huck’s moral development to satirize his society’s attitudes toward African-Americans. • Take a comprehension and analysis quiz over the characters, events, and themes of “To Build a Fire” and “Outcasts of Poker Flat.” • In small groups, analyze the purpose, audience, tone, diction, and rhetorical devices and appeals employed in assigned selections from Native American oratory. • As a class, generate a list of grievances expressed in the Declaration of Sentiments to gain context for upcoming women’s literature. • In whole class or small group discussion, analyze the way Chopin uses situational, verbal, and dramatic irony to convey Mrs. Mallard’s story and how the irony contributes to the theme. • Answer questions over the narrator’s experience in “The Yellow Wallpaper” and make

Unit:	11-12 Standards (Critical <i>bolded</i> and <i>italicized</i>):	Suggested Texts and Activities:	Assessments:
		<p>website <i>The Onion</i>.</p> <ul style="list-style-type: none"> ● Introduce, read, and discuss three key excerpts from Mark Twain's <i>Huckleberry Finn</i> (Study Sync) with a focus on Twain's use of satire. ● Discuss Stephen Crane's Naturalist depiction of war in <i>Red Badge of Courage</i> (excerpts on Study Sync) and his poem "War Is Kind"; identify the impact of irony in the poem. ● Read and discuss Jack London's "To Build a Fire" and Bret Harte's "The Outcasts of Poker Flat" as examples of both Naturalism and Regionalism. ● Read selected excerpts from Native American speeches at the time of the Indian Wars, including Chief Joseph's "Speech on a Visit to Washington, D.C." (Study Sync). ● Review the Declaration of Sentiments by Seneca Falls Convention (Study Sync) that was presented in US History class. ● Read and discuss Kate Chopin's short story "The Story of an Hour" (Study Sync); define <i>epiphany</i> and discuss Mrs. Mallard's epiphany in the story. ● After introducing the unreliable narrator, begin reading Charlotte Perkins Gilman's short story "The Yellow Wallpaper" together, stopping to note changes in the 	<p>connections to similar experiences today.</p> <ul style="list-style-type: none"> ● Create an original short story that narrates an incident in the life of one of the Realistic characters we have studied. The incident must have occurred sometime in the character's life before the events of the story we studied in class. ● After reviewing <i>denotation</i> and <i>connotation</i> of words, analyze the purpose and impact of the diction in "Richard Cory." ● Take an objective test at the end of the unit to assess reading comprehension and understanding of the characteristics of literature from the period of Realism (cold read).

Unit:	11-12 Standards (Critical <i>bolded and italicized</i>):	Suggested Texts and Activities:	Assessments:
		<p>narrator’s view of herself, her husband, and the wallpaper.</p> <ul style="list-style-type: none"> To wrap up Realism and transition to Modernism, read and discuss the style, diction, and theme of Edwin Arlington Robinson’s poem “Richard Cory.” 	
<p>Early Modernism (1.5 weeks)</p>	<p>11-12.RC.1 (analyze literary text through evidence) 11-12.RC.2 (compare/contrast themes in different works) 11-12.RC.3 (effect of structure) 11-12.RC.4 (compare/contrast works of literary or cultural significance) 11-12.RC.11 (context clues) 11-12.RC.12 (word nuance) 11-12.RC.13 (analyze diction in literature) 11-12.W.1 (write arguments) 11-12.CC.1 (collaborative discussions) 11-12.CC.6 (present information)</p>	<ul style="list-style-type: none"> Transition from Realism to Modernism through examination of visual art—and now popular music—from both periods; introduce the characteristics of the period of Modernism. Read and answer questions over the essay “Literary Focus: American Modernism” (Study Sync). Define <i>Imagism</i> as a style of poetry; then read, discuss, and analyze selections of poetry from poets Ezra Pound, William Carlos Williams, and E. E. Cummings. Read and discuss two brief nonfiction texts: Pound’s statement of the rules for Modern poetry, “Do’s and Don’ts of an Imagiste,” and an article about public perception of E. E. Cummings’s work, “How to Neutralize Haters.” Define <i>epithet</i>; then read/listen to Carl Sandburg’s poem “Chicago.” Define <i>stream of consciousness</i> and <i>dramatic monologue</i>; then read/listen to T. S. Eliot’s “The Love Song of J. Alfred Prufrock.” 	<ul style="list-style-type: none"> In class or small group discussion, as well as individually, answer comprehension and analysis questions over selected Imagist poems. Write a “throw-away” poem in the style of Williams’s “This Is Just to Say” poem. Answer comprehension and analysis questions over “Chicago.” As a class, analyze “Love Song” together, working through a series of questions, in order to comprehend Eliot’s fragmented narrative. Write a character analysis of J. Alfred Prufrock. As a small group, read, analyze, and share an assigned Frost poem with the class. Take a comprehension and analysis quiz over Modernist poetry. As a class, characterize the Hemingway hero based on the character of Lt. Frederic Henry. Compare/contrast the writing styles of Hemingway and Fitzgerald based on the short selections. Take an objective comprehension quiz over “Winter Dreams.”

Unit:	11-12 Standards (Critical <i>bolded and italicized</i>):	Suggested Texts and Activities:	Assessments:
		<ul style="list-style-type: none"> ● Read and discuss the informational text/critical comment “The Oddest Love Song” over Eliot’s poem. ● Survey selections of Robert Frost’s poetry, including “Mending Wall” (Study Sync). ● Introduce the “Hemingway hero”; read and discuss an excerpt from <i>Farewell to Arms</i> (Study Sync). ● Read the short story “Winter Dreams,” by Hemingway’s friend and literary rival, F. Scott Fitzgerald. 	
<p>Boats Against the Current: <i>The Great Gatsby</i> (3.5 weeks)</p>	<p>11-12.RC.1 (analyze literary text through evidence) 11-12.RC.2 (compare/contrast themes in different works) 11-12.RC.3 (effect of structure) 11-12.RC.11 (context clues) 11-12.RC.12 (word nuance) 11-12.RC.13 (analyze diction in literature) 11-12.W.1 (write arguments) 11-12.W.2 (write informative compositions) 11-12.W.4 (writing process) 11-12.W.5 (research) 11-12.CC.1 (collaborative discussions) 11-12.CC.6 (present information) 11-12.CC.7 (media presentations)</p>	<ul style="list-style-type: none"> ● In a group, conduct research, create a slide presentation, and deliver an oral presentation on an aspect of 1920s culture in preparation for reading <i>The Great Gatsby</i>. ● Before reading, contextualize <i>Gatsby</i> with relevant biographical information on Fitzgerald, a map of the novel’s locations, and a conversion of 1922 money into today’s equivalent value. ● Read and discuss the first pages of chapter 1 of <i>Gatsby</i> together, with a focus on Fitzgerald’s detailed descriptions of Nick as narrator and the two “eggs” as setting. ● Read the remainder of <i>Gatsby</i>, and ensure understanding of both the events and the deeper development of characters and 	<ul style="list-style-type: none"> ● Deliver a group presentation on an aspect of 1920s culture. ● Create a list of character descriptions while reading chapters 1-3 of <i>Gatsby</i>. ● Individually, in small groups, and as a class, answer comprehension and discussion questions over chapters of <i>Gatsby</i>. ● Engage in an online class discussion of the central ideas of chapter 4. ● After chapter 6, write a short essay explaining the development of <i>Gatsby</i> and Daisy’s relationship and making predictions about the future of that relationship in the remainder of the novel. ● Create a timeline of significant events that occur in chapter 7. ● Take objective comprehension and analysis quizzes over sections of the novel with a cumulative objective assessment at the conclusion of the unit. ● Compare/contrast the characters and themes Fitzgerald portrays in <i>Gatsby</i> and “Winter

Unit:	11-12 Standards (Critical <i>bolded and italicized</i>):	Suggested Texts and Activities:	Assessments:
		themes. <ul style="list-style-type: none"> Discuss Fitzgerald’s use of the term <i>carelessness</i> in both <i>Gatsby</i> and “Winter Dreams.” Watch significant scenes from the 2013 film version of <i>Gatsby</i>. 	Dreams.” <ul style="list-style-type: none"> Write a formal literary analysis of the novel. Create an original thesis that relates two literary elements at work in the novel in order to argue something of significance about the novel, such as the portrayal of a specific theme.

Department: English Language Arts			
Course: English 11 AB	Grade: 11	Quarter: 4 of 4	Last Updated: 5/31/23

Unit:	11-12 Standards (Critical <i>bolded and italicized</i>):	Suggested Texts and Activities:	Assessments:
Harlem Renaissance and Late Modernism (1.5 weeks)	<ul style="list-style-type: none"> 11-12.RC.1 (analyze literary text through evidence) 11-12.RC.2 (compare/contrast themes in different works) 11-12.RC.3 (effect of structure) 11-12.RC.4 (compare/contrast works of literary or cultural significance) 11-12.RC.5 (compare/contrast central ideas in different works) 11-12.RC.6 (development of ideas or events) 11-12.RC.11 (context clues) 11-12.RC.12 (word nuance) 11-12.RC.13 (analyze diction in literature) 11-12.W.1 (write arguments) 11-12.CC.1 (collaborative discussions) 	<ul style="list-style-type: none"> Introduce the non-linear structure, as well as William Faulkner’s purpose, before reading his short story “A Rose for Emily” together (Study Sync). Read and discuss Eudora Welty’s short story “A Worn Path,” as well as Welty’s critical commentary on her story, the essay “Is Phoenix Jackson’s Grandson Really Dead?” Read “Literary Focus: Harlem Renaissance” (Study Sync), and discuss important aspects of the literary movement. Read selected poems by Countee Cullen and selected poems by Langston Hughes. Read the essay “What is the Blues?” and listen to selected 	<ul style="list-style-type: none"> Create a chronological timeline of the non-linear events as you encounter them in the course of “Rose for Emily.” Identify traditional Gothic traits in the Modern Gothic story “A Rose for Emily.” Analyze the character of Miss Emily as a symbol of the South itself. Answer comprehension and analysis questions over “A Worn Path.” Write a short response identifying and supporting a theme for “A Worn Path.” Complete a chart identifying style, poetic devices, and themes in the selection of Harlem Renaissance poems. Then compare/contrast the poetry of Cullen and Hughes. Explain how Hughes creates rhythm and a musical quality in “Weary Blues” through diction and other poetic devices. Write an original blues song that follows traditional format and subject matter.

Unit:	11-12 Standards (Critical <i>bolded and italicized</i>):	Suggested Texts and Activities:	Assessments:
		<p>blues songs. Discuss the ways blues music impacted literature of the Harlem Renaissance.</p> <ul style="list-style-type: none"> ● Read/listen to and annotate sound devices, figurative language, and themes in Hughes’s poem “The Weary Blues.” ● Read Zora Neale Hurston’s essay “How It Feels to Be Colored Me” (Study Sync). ● Define a <i>frame story</i>; then read chapters 1 and 2 of Hurston’s novel <i>Their Eyes Were Watching God</i>, with a focus on Hurston’s use of dialect and figurative language. 	<ul style="list-style-type: none"> ● Answer comprehension questions over “How It Feels to be Colored Me.” ● In class discussion, analyze the impact of Hurston’s use of dialect and figurative language in creating a sense of character and setting in the chapters of <i>Their Eyes Were Watching God</i>.
Debate (2 weeks)	<p>11-12.RC.5 (compare/contrast central ideas in different works) 11-12.RC.6 (development of ideas or events) 11-12.RC.7 (author’s rhetoric) 11-12.RC.8 (delineate and evaluate argument) 11-12.RC.11 (context clues) 11-12.RC.12 (word nuance) 11-12.RC.14 (analyze diction in nonfiction) 11-12.W.1 (write arguments) 11-12.W.5 (research) 11-12.CC.1 (collaborative discussions) 11-12.CC.2 (reason with evidence in discussion) 11-12.CC.3 (expand conversations) 11-12.CC.4 (respond to multiple</p>	<ul style="list-style-type: none"> ● Watch selected scenes from film <i>The Great Debaters</i> as an introduction to formal debate. ● Define <i>logical fallacy</i> and introduce common logical fallacies from the list on the Purdue OWL site. ● Introduce essential debate terms and discuss formal debate purpose, process, and structure. ● As a class, select debate topics and teams for those topics based on a teacher-generated list with opportunity for additional student-generated topics. ● Meet with team members to divide research and presentation tasks, conduct research, complete debate outline, and 	<ul style="list-style-type: none"> ● In class discussion, analyze the elements of a formal debate based on scenes from <i>The Great Debaters</i>. ● With a partner, identify the type of logical fallacy being used in a list of real-world examples. ● Take an objective quiz over common logical fallacies to avoid when making an argument. ● Answer comprehension and application questions over formal debate terms and process. ● As a debate team, research the position on the topic and complete one debate outline per team. The outline contains arguments, evidence, anticipated counterarguments, rebuttal evidence, concluding remarks, and MLA-formatted works cited page. Sources must be credible, timely, and relevant. ● As a debate team, argue a position by presenting prepared research during the formal

Unit:	11-12 Standards (Critical <i>bolded</i> and <i>italicized</i>):	Suggested Texts and Activities:	Assessments:
	<p><i>perspectives</i>) 11-12.CC.5 (evaluate speaker’s argument) 11-12.CC.6 (present information)</p>	<p>prepare for the debate itself.</p> <ul style="list-style-type: none"> As a debate team, engage in a formal debate arguing a position on a selected topic. Take notes during debate and discuss strategy with teammates during designated segments of the debate. 	<p>debate but also by responding to opponents’ arguments during the debate itself after strategizing with teammates briefly during designated segments of the debate.</p>
<p>Post-Modernism (2.5 weeks)</p>	<p>11-12.RC.1 (analyze literary text through evidence) 11-12.RC.2 (compare/contrast themes in different works) 11-12.RC.3 (effect of structure) 11-12.RC.4 (compare/contrast works of literary or cultural significance) 11-12.RC.5 (compare/contrast central ideas in different works) 11-12.RC.6 (development of ideas or events) 11-12.RC.7 (author’s rhetoric) 11-12.RC.8 (delineate and evaluate argument) 11-12.RC.10 (synthesize U.S. and world documents) 11-12.RC.11 (context clues) 11-12.RC.13 (analyze diction in literature) 11-12.RC.14 (analyze diction in nonfiction) 11-12.W.3.3 (write narrative compositions) 11-12.W.4 (writing process) 11-12.CC.1 (collaborative discussions)</p>	<ul style="list-style-type: none"> Transition from Modernism to the Post-Modern/Contemporary period of literature through examination of visual art and popular music from both periods; introduce the characteristics of the period of Post-Modernism. Read and answer questions over the essay “Literary Focus: The Postwar and Civil Rights Eras” (Study Sync). Read chapter 1, “Noiseless Flash,” from John Hersey’s <i>Hiroshima</i> as an example of narrative non-fiction of the period. Then read an additional excerpt from chapter 4 of <i>Hiroshima</i> on Study Sync. Introduce Donald Barthelme’s style and his unreliable narrator; then read/listen to his short story “Game” together, stopping to clarify as needed. Define <i>absurdity</i> and discuss its role in satire; then read and discuss the informative text/critical comment, “The Absurd World of ‘Game’.” 	<ul style="list-style-type: none"> Answer comprehension and analysis questions over the <i>Hiroshima</i> excerpts. Analyze Barthelme’s satirical goals and strategies in “Game.” In a small group or individually, complete comprehension, rhetorical analysis, and skills questions (author’s purpose and perspective, informational text) on Study Sync over “The Marshall Plan Speech.” Answer questions over the central ideas of the two landmark Civil Rights documents. Analyze Dr. King’s central idea, rhetoric, and language/style in “I’ve Been to the Mountaintop” with skills questions on Study Sync. Analyze the ways that Vonnegut, Morrison, and Alexie blend literary genres in their works. Identify figurative language and other poetic devices in “Every Little Hurricane,” and analyze the way Alexie uses them to enhance meaning in his prose text. Answer comprehension, analysis, and cultural influence questions over selections that represent the appreciation of diverse voices in the later part of the Post-Modern period. After reading samples of microfiction, assess the advantages and disadvantages of short-form fiction. Write an original microfiction story of 300-500

Unit:	11-12 Standards (Critical <i>bolded and italicized</i>):	Suggested Texts and Activities:	Assessments:
		<ul style="list-style-type: none"> ● Read “The Marshall Plan Speech” (Study Sync). ● Review two seminal Civil Rights era documents studied in history class, the 1954 Brown vs. Board of Education Supreme Court decision and the Civil Rights Act of 1964 (both on Study Sync), as preparation for reading Civil Rights era literature. ● Read Dr. King’s final speech “I’ve Been to the Mountaintop” (Study Sync), with attention to the Biblical and historical allusions he used throughout. Listen to audio of Dr. King delivering the beginning and the end of the speech. <p>*Spend two weeks reading <i>Raisin in the Sun</i> (see complete unit below) before returning to shorter Post-Modern texts.</p> <ul style="list-style-type: none"> ● Introduce Kurt Vonnegut’s satire; then read and discuss excerpt from <i>Slaughterhouse Five</i> (Study Sync). ● Explain Toni Morrison’s blending of historical fiction and magical realism in her slave narrative/ghost story <i>Beloved</i>; then read and discuss chapter 1 of <i>Beloved</i> (could read excerpt from Morrison’s <i>Song of Solomon</i> on Study Sync instead). ● Define <i>lyrical prose</i>, or <i>poetry in prose</i>; then read/listen to Sherman Alexie’s short story 	<p>words. Include in the final submission at least four comments embedded in your story that explain conscious choices you made in crafting your story to adapt to the confines of short-form fiction.</p> <ul style="list-style-type: none"> ● Take an objective and constructed response test to assess reading comprehension and understanding of the characteristics of the Post-Modern/Contemporary period of literature (cold read). ● Write a reflective, end-of-course exit essay examining the development of the American voice over the past four hundred years, including the struggle of various groups to have a voice in American discourse. You must reference at least two course texts in your essay.

Unit:	11-12 Standards (Critical <i>bolded</i> and <i>italicized</i>):	Suggested Texts and Activities:	Assessments:
		<p>“Every Little Hurricane” together. Discuss Alexie’s use of “hurricane” as metaphor.</p> <ul style="list-style-type: none"> • Survey various selections of short stories, excerpts, and nonfiction narratives in which the authors’ diverse ethnicities and cultures influence their literary works. • Read and discuss the essay “Literary Seminar: Democratizing Literature” to better understand how the internet has revolutionized, and in many ways democratized, access to literature for both writers and readers. • Introduce the concept of flash fiction/microfiction as both a method and style of literature in today’s technologically advanced society, and read samples. 	
<p>A Dream Deferred: <i>A Raisin in the Sun</i> (2 weeks in the middle of the 2.5 weeks of the Post-Modern unit)</p>	<p>11-12.RC.1 (analyze literary text through evidence) 11-12.RC.2 (compare/contrast themes in different works) 11-12.RC.3 (effect of structure) 11-12.RC.4 (compare/contrast works of literary or cultural significance) 11-12.RC.11 (context clues) 11-12.RC.13 (analyze diction in literature) 11-12.W.1 (write arguments) 11-12.CC.1 (collaborative discussions)</p>	<ul style="list-style-type: none"> • Read the preface to the play <i>Raisin in the Sun</i> for biographical information on playwright Lorraine Hansberry to set context for her play <i>A Raisin in the Sun</i>. • Read and discuss the epigraph (Langston Hughes’s poem “Harlem”) at the beginning of the play as a preview to the play’s themes. • Cast students in roles and read aloud Lorraine Hansberry’s <i>A Raisin in the Sun</i>. Stop to discuss, clarify, and predict as needed. Complete study guide questions on your own as you 	<ul style="list-style-type: none"> • Answer comprehension and analysis questions on study guides over the acts of the play. • Take objective comprehension and analysis quizzes over sections of the play, with a cumulative objective assessment at the conclusion of the unit. • At the conclusion of the play, write a short essay analyzing either Hansberry’s portrayal of dreams or her development of Walter as a dynamic character.

Unit:	11-12 Standards (Critical <i>bolded and italicized</i>):	Suggested Texts and Activities:	Assessments:
		<p>read each act to help you identify the central ideas in the play.</p> <ul style="list-style-type: none"> • Add short readings of relevant historical and cultural information to explain the play's references, such as Jomo Kenyatta or Prometheus. • Watch selected scenes from the 1961 film version of <i>A Raisin in the Sun</i> after reading the play. 	

ELA 11-12 Standards, 2023

Standards identified by IDOE as essential for mastery by the end of each grade band are indicated with yellow shading and an (E). The learning outcome statement for each domain immediately precedes each set of standards.

Reading Comprehension

Learning Outcome: Students analyze the author's technique, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.

11-12.RC.1 (analyze literary text through evidence)	Analyze what a text says explicitly and implicitly as well as inferences and interpretations drawn from the text through citing textual evidence determining where the text leaves matters uncertain. (E)	Textual evidence inferences interpretations cite
11-12.RC.2 (compare/contrast themes in different works)	Compare and contrast the development of similar themes across two or more works of literature and analyze how they emerge and are shaped and refined by specific details.	themes
11-12.RC.3 (effect of structure)	Analyze and evaluate how an author's choices concerning how to structure specific parts of a work of literature (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall meaning and effect of a work. (E)	parallel episodes pacing flashbacks mystery tension structure of a work

11-12.RC.4 (compare/contrast works of literary or cultural significance)	Analyze and evaluate works of literary or cultural significance in history for the way in which these works have used archetypes drawn from myths, traditional stories, or religious works, as well as how two or more of the works treat similar themes, conflicts, issues, or topics, and maintain relevance for current audiences.	character types archetypes myth allusion
11-12.RC.5 (compare/contrast central ideas in different works)	Analyze the development of similar central ideas across two or more texts and determine how specific details shape and refine the central idea.(E)	central ideas
11-12.RC.6 (development of ideas or events)	Analyze a complex set of ideas or sequence of events and explain how specific, ideas, events, or individuals develop throughout the text.	ordering: chronological, logical, spatial, importance introduction body conclusion transitional words
11-12.RC.7 (author's rhetoric)	Determine an author's perspective or purpose in a text in which the rhetoric is particularly effective (e.g.appeals to both friendly and hostile audiences, anticipates and addresses reader concerns and counterclaims) and analyzing how style and content contribute to the power and persuasiveness of the text. (E)	rhetoric author's perspective/purpose
11-12.RC.8 (delineate and evaluate argument)	Delineate and evaluate the arguments and specific claims in U.S.and world texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; analyze the impact of false statements and fallacious reasoning.	argument reasoning evidence false statements fallacious reasoning author's argument
11-12.RC.9 (synthesize accounts in different mediums)	Synthesize and evaluate multiple sources of information presented in different mediums in order to address a question or solve a problem.	
11-12.RC.10 (synthesize U.S. and world documents)	Analyze and synthesize foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features.	synthesize
11-12.RC.11 (context clues)	Use context to determine or clarify the meaning of words and phrases.	context clues
11-12.RC.12 (word nuance)	Analyze nuances in the meaning of words with similar denotations.	denotations connotations

11-12.RC.13 (analyze diction in literature)	Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative and denotative meanings; analyze the cumulative impact of specific word choices (e.g., imagery, allegory, and symbolism) on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	figurative language connotative words word choice tone multiple meanings metaphor similes personification hyperbole euphemisms pun formal/informal
11-12.RC.14 (analyze diction in nonfiction)	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text. (E)	figurative meanings connotative meanings technical meanings word choice tone
<p>Writing</p> <p>Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</p>		
11-12.W.1 (write arguments)	<p>Write arguments in a variety of forms that:</p> <ol style="list-style-type: none"> a. Introduce claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Use rhetorical strategies to enhance the effectiveness of the claim. c. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. d. Use effective transitions to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. e. Establish and maintain a consistent style and tone appropriate to purpose and audience. f. Provide a concluding statement or section that follows from and 	arguments precise claims counterclaims reasons evidence transitions consistent style and tone concluding statement

	supports the argument presented. (E)	
11-12.W.2 (write informative compositions)	<p>Write informative compositions on a variety of topics that:</p> <ol style="list-style-type: none"> Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions Develop the topic utilizing credible sources with relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use appropriate transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy. Establish and maintain a style appropriate to the purpose and audience. Provide a concluding statement or section that follows and supports the information or explanation presented (<i>e.g., articulating implications or the significance of the topic</i>). (E) 	topic complex ideas facts definitions details quotations information examples transitions vocabulary choice style concluding statement topic sentence supporting sentence clincher paraphrase
11-12.W.3 (write narrative compositions)	<p>Write narrative compositions in a variety of forms that—</p> <ol style="list-style-type: none"> Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters. Create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plotlines to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (E) 	narrative conflict pacing sensory details setting problem points of view events
11-12.W.4 (writing process)	Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.	draft revision

	<ul style="list-style-type: none"> a. Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen writing that is clear and coherent. b. Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (<i>e.g., use of publishing programs, integration of multimedia</i>) c. Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate. 	editing
11-12.W.5 (research)	<p>Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.</p> <ul style="list-style-type: none"> a. Formulate an inquiry question, and refine and narrow the focus as research evolves. b. Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources. c. Assess the usefulness of each source in answering the research question. d. Synthesize and integrate information into the text selectively to maintain the flow of ideas. e. Avoid plagiarism and over reliance on any one source and follow a standard format (<i>e.g., MLA, APA</i>) for citation. f. Present information, choosing from a variety of formats. (E) 	inquiry questions authoritative sources annotations plagiarism synthesis
Communication and Collaboration Learning Outcome: Students discuss and debate ideas based on research and specific evidence, allowing for all perspectives to be heard, and assessing and analyzing a speaker's stylistic choices.		
11-12.CC.1 (collaborative discussions)	Initiate and engage in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.	collaborative discussions
11-12.CC.2 (reason with evidence in discussion)	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence. (E)	textual evidence in discussion

11-12.CC.3 (expand conversations)	Expand conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	
11-12.CC.4 (respond to multiple perspectives)	Conduct, debate, and discuss to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task. (E)	
11-12.CC.5 (evaluate speaker's argument)	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, as well as assessing stylistic choices such as word choice, points of emphasis, and tone. (E)	
11-12.CC.6 (present information)	Using a range of informal and formal tasks, present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, address opposing perspectives, ensuring the organization, development, substance, and style are appropriate to purpose, audience.	
11-12.CC.7 (media presentations)	Develop engaging presentations that make strategic and creative use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) to add interest and enhance audience understanding of findings, reasoning, and evidence. (E)	
11-12.CC.8 (impact of media on the public)	Analyze the impact of the media on the public, including identifying and analyzing rhetorical and logical fallacies. (E)	